

# Childhood Education

## What Are Children Learning Through Discipline?

*How children develop discipline—  
importance of the group*

February 1955

JOURNAL OF THE

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**For Those  
Concerned With  
Children 2-12**

*To Stimulate Thinking  
Rather Than  
Advocate Fixed Practice*

1954-55: What Are Children Learning?

# Childhood Education

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Photo by Eva Luoma

We have to help each feel a participant in society with pride in its achievements and a stake in its future.

## *Discipline*

**I**T IS TIME THAT WE, AS BELIEVERS IN DEMOCRACY, DID SOME BASIC AND serious thinking about discipline.

No country can function or survive unless it can secure personal sacrifices from its citizens. A society in which no one is willing to make sacrifices for his fellow members, where everyone thinks of his rights and no one thinks of his obligations, is already dead and easy prey for the barbarians. Discipline is the means by which individuals are brought to subordinate their goals to the needs of the group and do what is necessary for the good of all.

The traditional ways of securing discipline are by love and by fear. People sacrifice for the people they love, even when no one is looking. Fear works too, but not as well because it only works while someone who cares is looking.



Our society has reached a critical stage where it cannot use fear as a disciplinary force and does not know how to use love on the scale that is needed. The successful use of fear in discipline requires the presence of a taskmaster with a whip or an officer with a pistol. Belief in democracy and the essential rights of the individual make extreme measures impossible because they are a denial of the values our society stands for. In our society the taskmaster has lost his whip.

Furthermore, in an increasing number of situations it is not possible to have a taskmaster at all. Specialization of skills on the scale now practiced makes effective supervision impossible because the specialist knows more about his work than the supervisor. Even more important, the mechanization and specialization of industry and the increased fire-power and striking radius of modern armies have scattered workers and soldiers so far in space that they are less and less under direct observations by superiors or by the people their actions will affect. The organization of modern industry and the anonymity of modern cities insure that, most of the time, no one who cares is looking. This removes fear as an effective means of motivation. But as the society becomes so complex and so highly integrated that the failure of one mechanic, one machine tender, one small parts inspector, or one congressman to meet his obligations can cause the death of hundreds or thousands of people the need for discipline is greater than ever. But it has to be a discipline that works when no one is looking.

The only motive for this kind of self-discipline is love. But love and responsibility for people we have never seen do not come naturally. They come from a deep sense of identification with the society and its members and a personal conviction of the individual that he is of value and that what he does makes a difference, that his actions affect the whole world for better or for worse.

If we, as teachers, are to assist in the development of a type of discipline which will be effective in America we shall have to pay particular attention to two things.

1. We shall have to avoid anything which causes the child to feel that he is an outsider and do everything within reason to help him feel that he is a participant in society with pride in its achievements and a stake in its future.

2. We shall have to do more than we have done to help the child respect his potentialities and his talents, to discover that he has something to give to the world and that what he does makes a difference.

SOME SOCIOLOGISTS TELL US THAT, LOST IN THE CROWD, INDIVIDUALS are tending more and more to say "they" instead of "we" when they refer to society. It may be a near thing. Our society and our civilization may fall like all the others before them and the values we cherish may vanish from the earth. But they do not have to. And, win or lose, what we teachers do will make a difference.—DONALD SNYGG, *professor of psychology, State University of New York, Teachers College, Oswego.*

# How Children Develop Discipline

*Discipline is a quality of the internal self-organization and control which every individual develops according to his perception—but perhaps not according to others. What goes on inside the child is more important in determining what he becomes than what is demanded, seen, and accepted by others in his overt acts.*

**E**DUCATORS AND LAYMEN DISAGREE among themselves and with each other on the meaning of discipline. When pushed to locate the common ground they will generally agree that discipline is quality in a child's behavior. Every child wants, strives for, and must have this quality in his behavior if he is to grow into a normal mature adult. But his conception of quality is usually quite different from that of his elders. So difficulties centered around the word *discipline* arise from differing viewpoints as to the meaning of quality in behavior. Obviously an issue with a long history and wide present effects has no simple unique answer. Each person—adult or child—deals with it in his own way according to his perception of the situation. I will discuss the problem under two general headings.

1. What is the quality called discipline which is supposed to appear in a child's behavior?

2. How does the method by which the child acquires this quality affect his actions?

## ***What Is the Quality Called Discipline?***

The behavior of any person—adult or child—is usually examined from one of two positions. The first, or traditional

one, is as an observer of the actions of another. The parent watches the behavior of the child in the home, the teacher observes it in various activities of the school, each child observes that of others within his various groups. The observer operates on three assumptions: (1) the other person can and will show the disciplined quality in his actions, (2) the observer is able to detect this quality, and (3) the action must approach standards set by or acceptable to the observer to meet his concept of quality. All of these are of doubtful validity.

The second and more recent viewpoint is to examine behavior from the standpoint of the behavior to discover the meaning of the action to him. Behavior has both internal and external or covert and overt aspects. The internal meaning is developed prior to, during and after the overt action. This is broader, deeper, and more personal than the part which the behavior externalizes. But he must bring his meanings into overt action in order to obtain the interaction from others which is so necessary for their clarification. How much of his meaning he keeps to himself and what parts he externalizes depend upon his perception of the external environment. If people are sympathetic and want to *help him*, his behavior shows the deeper concepts that are really himself. If people are unsympathetic and want to judge him by

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their standards, his behavior is what they will accept for he keeps his innermost feelings to himself.

So what a behavior means to an observer is not what it means to the behavior since there is no direct correspondence between the real internal concept and the overt action. If discipline is a quality in behavior, whose concept of quality shall prevail—that of the performer who knows what he exemplified in it or that of the observer who fails to find what he will accept?

*The chief difference between the two positions lies in who shall control the behavior.* Does or should the adult observer so control the behavior of children that he can see in it what he desires from his viewpoint? Does or should the child so control his behavior that he can see in it the real struggles of his developing self so that he can clarify and improve his inner meanings?

Those who believe in adult control expect the child in the early years to do immediately what he is told to do on *direct* request or orders without showing in his external behavior any evidence of internal emotional tension or resistance to the demand. Adults judge directly the observed act, disregarding the internal aspects—for to them quality lies in compliance with the desired response. When the child can no longer contain the internal aspects and releases them at inopportune times, as in a temper tantrum before important family guests, the parents begin to see the importance of his internal reactions to their external desires.

This direct external control of the child's behavior is carried on both in the home and in the school. But the school has also an indirect means of shaping behavior through the order and arrangement of subject matter or other systematic bodies of knowledge. The child

enters an institution organized as a ladder on each rung of which he finds increasing demands for and control by the "discipline of knowledge." These requirements are set by adults who believe, from their observer viewpoint, that they are for his best development. So the child is taught the three R's in the accepted form and to the satisfaction of the teacher or other adults. In high school and college he studies more advanced subjects which are now called disciplines in anticipation of what they are supposed to do to his behavior.

Whether the external control be by personal contact or organized bodies of knowledge, the underlying assumption is that the child disciplines himself and his external actions by a standard superior to anything which he can formulate. He will take into himself as the inner aspects of his behavior the values attributed to the desired responses by his outside controllers. As he becomes organized inside by these personal and knowledge patterns, he will show the desired quality in his overt actions. Thus will he become disciplined. By learning to act in childhood according to these adult standards, he will not depart from them in later years. From this viewpoint many adults hold that they *do* and *should* determine the organization of the child's behavior.

*Parents and teachers who take the more modern position hold that each child does, should, and always will determine his own behavior.* While the adult may demand and the child may give him what he wants to remove the pressure, the important aspect of behavior is his covert meaning, feeling, or value which is not open to outside observation. This cannot be controlled by the adult. And what he sees and accepts is what he becomes.

Regardless of the viewpoint of disci-

pline held by adults, every child is constantly trying to:

- recognize, understand, and face the life situations which *disturb him* as he sees and feels them;

- select, evaluate, and focus past behaviors directly upon the center of the situation as he sees it at the moment;

- make as thoughtfully as possible the decisions necessary to control the situation in the direction of his own self-enhancement, creating the new meanings and behaviors wherever necessary;

- accept the consequences of his actions as he sees them. He will study them in relation to himself and others and will draw conclusions for future action which he believes are more valuable than those of the past.

To some degree, each child must take these measures to improve his experiences since they are necessary to build up his own integrity. Each holds inside many more significant meanings than he reveals to the outside world. He has selected, evaluated, and placed them in a creative order which is his logic of his experience. This is his own unique arrangement which is unlike that of any other person living or dead. This logic of his experience is his own self-discipline. It is his guarantee to himself that he will be able to focus his experience directly in new life situations. The great problem is whether he can achieve this internal control more adequately when he tries to conform externally to the demands of adults or when adults help him to understand the measures he will normally take to improve his experiences.

### ***What Difference What Method?***

What difference does the method by which the child acquires his internal discipline make to him and to others? Those who believe in external control want the child to organize himself around a course of action which they (the adults) introduce *at the beginning of his experiences* to circumscribe his movement and there-

by regulate his behavior. These adults limit the child's activity to the direction and patterns which they accept. Each year he accumulates more of these specific organizations, sometimes called habits and skills, until they possess him or become his tendencies to action. Adults justify this control since they selected for the child only those patterns which would be desirable for him in later life. With this basis of stability, he is *free* to make his own decisions for action in areas where these habits do not apply. The defect is that the *method* used in his early training has robbed him of the desire to make decisions and has not taught him how to make them intelligently when the desire is present.

*The other group believes that internal self-discipline* does and should operate *at the beginning* of the earliest experiences, to be nourished, expanded, and intelligently refined with the aid of sympathetic, understanding parents and teachers. It starts with the child's automatic responses to his environment long before conscious action appears. He must accept emotionally his early interactions. Through them he must feel wanted, secure, at home, or at ease with his outside world.

When evidence of conscious relationship appears, parents have two responsibilities. One is to continue to teach the child simple responses necessary to living such as food and health habits, but always on a level of *his* acceptance. The other is that they must help him make intelligent decisions on all of his *big* life situations. They do this by encouraging him to broaden and deepen his experience, by allowing his decisions to emerge as he moves into it, by showing him how to test them in action, by encouraging him not to regret previous decisions but to use them as a basis for better behaviors in the present. He will

gradually learn that a judgment is the best decision he can make at the moment, that he should modify it when better evidence is available, that he should always search for such evidence, and that his stability comes from his *process of inquiry*, not the particular decisions made in any life situation. In later years he will have a sturdy self formulated by evaluating his many previous decisions in an environment which recognizes and supports his right to do this. He has both a willingness and a process of inquiry through which to make decisions plus an action knowledge of how to test them. He is free to make his adult judgments in ever widening areas of experience, but his freedom has a different quality through this process than through that controlled externally by adults. So the method by which he develops his internal self-organization has a profound effect upon his area of freedom and how he uses it. He must learn how to make judgments intelligently as a child in order to make them intelligently as an adult.

**T**HE SCHOOL CONDITIONS WHICH HELP a child develop his internal self-discipline are those which produce thoughtful, deliberative learning. The child must study *his own experiences* with other children under the guidance of a sym-

pathetic teacher. He must make all of the *major* decisions which go with learning how to select, plan, and evaluate his activities with other members of the group. He sees his behavior as it affects him and others. He discovers that modifying feelings is as important in getting along with his peers as learning to read. He knows that he must make over in himself the external subjects which surround him and he feels free to tell the teacher what are his internal responses to them. The three R's are his friends who help him understand himself and are the means by which he can communicate better with others. Each child gets acquainted with them at his own rate to achieve his own unique purposes and organization. Above all he must have school conditions where he feels at home with people, where everyone has acceptance, status, belongingness, where each child accepts his experience as the best he has, but works with others to broaden, deepen, and build himself up in it. He sees his world as the interaction of people who are now and always will be the greatest single external factor in what he will become. When this interactive process goes on in a climate of sympathetic encouragement and deep understanding of behavior, each child can develop the internal self-discipline which can free him to higher levels of self-development.

### *Child Eyes*

Eyes of children  
Fringed with light,  
Like flowers that bloom  
In the quiet of night.  
Open and eager  
Gentle and gay,  
Knowing eyes  
Clear as the day.

Some eyes are steady  
Wanting to know,  
Some eyes are dancing  
Like elves on tip-toe,  
Some eyes are gentle  
Thoughtful and grey,  
Some eyes are merry  
And twinkle all day!

—BETTY G. MELICHAR



# Firmer Boundaries for Greater Freedom

*Most of us willingly accept limits to our freedom because without them no one could be safely free. Because we accept them we are relatively free. How do we help children grow in this concept of freedom? Ina K. Dillon is a clinical psychologist, Los Angeles, Calif.*

A PERSON WHO LOVES MUSIC WILL PROBABLY find himself at times in the company of those who produce it or of those who use their means to promote it. I once found myself in a uniquely equipped music room. In it were a harpsichord, a spinet, and a grand piano. There were stringed instruments, wind instruments, and a fairly complete library of music written for all of these instruments. On the walls hung pictures of Bach, Brahms, Beethoven, and other musicians. My hostess said, "Please make yourself at home. The room is soundproof and you are perfectly free to use anything in the room as much or as long as you wish." So far as she was concerned I was free to use her musical facilities. Still I was not free to do so. I could not produce real music on a single instrument there. Freedom at the keyboard results from long hours of training the eye, the ear, the fingers. Musical freedom is the result of musical discipline. I did not have it.

There was once a group of hardy settlers in a new world bent upon escape from tyranny to freedom. They worked and prayed and fought for the greatest possible freedom for the individual, and for the state, as opposed to a strong federal government. After many years of

creative effort and war, they settled for enough federal control; enough sacrifice of individual and state freedom to insure its survival. This experiment is in its second hundred years now and the balance between freedom and control has not yet been found. More discipline through experience with democracy will be required.

A ten-year-old only child had been reared in an isolated rural area. Her mother had once been a teacher, and with the help of Calvert had done a wonderful job of the child's education. She had not, however, been able to satisfy the child's need for schools or for play experiences with other children. The child was taken for a time to live with her aunt who provided many such experiences including a gay party. Fifteen boys and girls her own age were invited. She was a polite little girl, but a shy onlooker at her own party. She could not play the games. Neither could she use the apparatus on the nearby playground where they went to play. She was glad when the party was over and glad to return to her parents on the farm. There she revealed that her visit had not been a very happy experience. She had not stayed long enough to acquire the skills, the disciplines involved.

## *Gradually and Through Experience*

Freedom with people, like freedom with musical instruments or self-government, must be acquired gradually by way of experience. It is an inside job. One needs strength, adequacy, and dis-

cipline to cope with freedom. It constitutes a real responsibility to the potentially responsible. In the hands of others it is a menace, both personal and social. Like intelligence or money or physical strength, the value of freedom depends upon one's ability and disposition to use it for the achievement of personally satisfying and socially acceptable goals.

Freedom develops best within safe boundaries. These outer boundaries are needed until their firm support has become part and parcel of the self. One needs control from without until he has developed enough inner sturdiness and skill for self-control. Therefore supportive boundaries and satisfying practice in self-control must be a consistent part of child guidance, not one now and the other then, *but the two consistently together.*

Modern living has produced materials and experiences so rapidly and in such quantities that life for children and for adults alike is weighed down by this abundance of toys, lessons of all kinds, radios, movies, parties, television programs, and on and on. These come so fast and in such amounts that selectivity, self-confidence, and self-respect are at times unable to grow deep enough and strong enough to support the superstructure. The tree of life may become bent, lopsided, or broken by reason of the abundance of freedom not grown into.

H. E. Fosdick, in *Twelve Tests of Character*, 1931, speaks of pitching a tent. He says that if you keep on lengthening the ropes which attach a tent to the earth but neglect to strengthen the stakes which hold it, the tent may achieve liberty but not tenthood. A tent is not a tent when it is liberated from the earth. It is only a canvas flapping in the breeze. Longer ropes demand stronger stakes. Increased freedom calls for firmer boundaries.

It is not freedom from musical instruments, or from government, or from civilization, or from the earth, or from winds that we want, but freedom in, with, and among these. When a tent has so much liberty that it is only "canvas flapping in the wind," or a man-child so much that he is lonely, confused, inadequate, or rebellious, firm supportive limits are needed. Limits can be extended as he gains in sturdiness and skill.

### ***Basic Needs Are Important***

Children cannot achieve sturdy selfhood apart from the fulfillment of certain basic needs. Parents and teachers play a vital service in the lives of growing children in meeting growth-needs within supportive boundaries. The parent and teacher will recognize the child's physical needs for right food, water, sun, rest, and exercise in right amounts and provide these for the child while by the gradual processes of habit, knowledge, and appreciation he learns to provide them for himself. This of course takes time.

The parent and teacher will recognize the child's basic social needs, to be of service to others and to receive appreciative recognition for that service. They will also provide an example of such service for him along with the opportunity to render small but gradually increasing services to those who are near him. As parents and teachers express appreciation of these childish contributions and give recognition to their children as contributors to the family or group, the children will take increasing satisfaction in belonging to, and in being responsible to their family, school, and society.

Teachers and parents will recognize and satisfy the child's emotional need to be loved for his own sake whether such love is deserved or not, while help-

ing him gradually to *win* a place in the affections of relatives, friends, school-mates, and neighbors by deserving it. In these and other areas of life the child is at first completely dependent; bound by his own inadequacy. He is completely undisciplined, irresponsible, unfree. By a series of progressive approximations, that is to say, by imperfect experiences, carefully graded and wisely encouraged, the child moves out from this complete dependence toward adult independence, from infantile lack of control toward self-control, from completely irresponsible dependence to relative competence and freedom.

"If to do were as easy as to know what were good to be done" perhaps there would be in life for us all more joy, success, and freedom; or is it in learning to do that these are found and developed? Making controlled freedom a reality in the experience of any given individual or group will be a lifelong process and never (in this life at least) is it fully realized. We want and can have more of it for our children and for ourselves than is usually experienced.

#### **How Can We Help the Child?**

We recognize complete know-how—complete skill in guiding our children—is a long range goal never to be fully realized. The endless struggle, either verbal or physical, over who is to be boss, has been tried long enough. The most that we can gain from such a struggle is the strength to resist authority. At worst it may be a crushing procedure.

Standing over the developing child to tell him what to do, how to do it and when to do it, will develop dependence, confusion or rebellion depending upon the nature and strength of the child's personality. Who then will direct him when we are gone? Or who will reinstate the rebel?

Protecting the child from the demands of life is also worse than futile. By this method we spare him problems, learning, adequacy, and freedom. We keep him a dependent infant to the extent that we succeed. The worst of all bad methods is the adding of blame to failure in the case of mistakes already made.

Evasion may be a valuable momentary device in situations that can be better left to time and to the child's resources, but it is a very poor long-range method. By continued evasion we abandon our leadership and our responsibility to someone else or to chance. Parents and teachers have by reason of the very fact that they are parents and teachers, a responsibility for guiding their children toward self-controlled responsible freedom.

Nothing can take the place of courage, self-confidence, and creative intelligence on the part of those in charge of growing children. It is sometimes thought that we used to be, or at least we once seemed to be, more confident than we are today. It was once sufficient to say, "People won't like you if you act like that!" Today's child retorts, "Which people?" He comes close to more people. He sees that individuals differ in their views and practices. We used to be able to say, "That is bad! You mustn't do it." Today's child responds, "The president of the Rotary Club does it" or "Who says it is bad? Mr. ——— lets Bill do it. Uncle Joe says it's OK."

The simple old way of dividing one's life-space into two parts, good or bad with a clear line between them, has been taken away from us. We are aware of grays as well as black and white.

Though it is difficult or even impossible to say what may be right or wrong, it is clear today as in the past, that there are some things that we may not do. They are positively forbidden.



There are also some matters regarding which we may have fairly complete freedom so long as we are willing to bear the consequences of that freedom. I may *not* kill my neighbor, take his goods, destroy the Federal currency, or betray my country to its enemy. These things and others I may not do and still remain at large.

Most of us willingly accept these limits to our freedom because without them no one could be safely free. Because we accept them, we are *relatively free*. We are firmly bounded by accepted law and law enforcement, and we live quite freely within these boundaries. At the other extreme I am quite free to choose my style of haircut, dress or dinner service; to worship God or not to worship; to eat fruit or to leave it.

Between these two extremes there are many ways in which I may be relatively free and relatively responsible; in which I may experiment with freedom. In American life, as we live it today, fortunately the largest area of an individual's life space lies between these two extremes. This large middle-ground is an area of relative freedom to live and learn and to adjust to others who are living and learning. Here it is that we face alternatives involving choice. In this area we are free to make our choices in terms of personal values, or of group values which are also freely chosen.

Since life is like this, it makes sense that children from the start have experiences that will prepare them for it. These learning experiences in childhood will be largely gained through play and playthings shared with others. Playthings and play experiences not only do much to *prepare* children for life but they can be a means of good creative living here and now.

Every child needs some playthings that are his very own with which he may do

exactly as he pleases, and for which doing he will take the consequences. If he cuts the ears off his toy rabbit, he has a rabbit without ears, not a new one, and no harsh words, just a rabbit without ears. Consequences should be pointed out to him if he gives enough advance notice of his plan, but I would not forbid, or nag, or soon replace the objects. These should be things he could safely deprive himself of by way of their destruction. These are the things with which he learns among other things the meaning of freedom and the fact that freedom is as good as the use we make of it and that it is inevitably related to consequences. It would of course be ridiculous to let a child mutilate his clothes and go in rags. It would be unfair to let him destroy furniture and live in a wreck. It would be more than unfair to let him destroy books and do without them. Therefore every child should have from the start some things that he is taught to respect and to protect.

Good books, appropriate clothes, and a dollar bill are his only to use, to enjoy, to care for, and to share. These things and others belong to the culture as well as to the individual. Parents and teachers also are required by the culture to respect objects in this group. By their example and consistent training they usually succeed in conveying to their children the fact that there are limits to one's freedom regardless of age. These limits will vary with the time and the place, but the existence of such limits must be universally recognized.

### ***Area for Learning and Freedom***

Between the two extremes of complete freedom and rigid control lies an area for learning, an area of relative freedom. It is the largest area of a child's life space in America and therefore a large proportion of children's possessions and ex-

periences should meet its learning needs. This is the area for trial and error and success, for challenge, for creativity, for choice.

Paints, clay, wood, homemaking toys, and all such items would serve this purpose. Sometimes they will overlap with other areas, meeting other needs as well. Earth, water, kitchen utensils, and countless materials for learning would also qualify as creative tools with which one may sometimes be quite free. With these materials children construct and destroy. This destruction is like wiping the problem off a slate so they may try to solve it in a new and better way. They may paint a picture, call it bad and throw it in the basket. They may paint another and pin it on the wall until it too has been outgrown. This is growth. They may build a tower that will fall, instead of being surrounded with so much teaching, so much guarding that it seems better not to build at all. They may have *need* to build one that will topple. The toppling does no harm. It could challenge them to find a way to make one stand, or they may be building just to see a tower topple.

Freedom of imagination and freedom with materials are necessary in this type of experience. Failure to make a success in play—as parents and teachers see success—harms children far less than does the feeling of fear or of disgrace which we build in them through our deep concern and over-teaching. Children will try again and again, learning to do better, and learning perseverance, if that trying is not made disgraceful and corroding by adults who regard the child as somehow

falling short because he fails to perform according to some standard within the parent's mind. Healthy children can safely fail and try again, but few human beings at any age can bear to be thought of as failures. If our respect for the creative self within the growing child is deep and sincere we may on occasion give a little help to insure success, but oh, so little. What he needs is support and guidance in relation to materials and people within firm but expanding boundaries.

The inner strength required for wise, enlarging use of freedom develops best in an emotional climate warm enough for survival but cool enough to be invigorating. This too is a relative thing. It is neither all permissive nor all directed, neither all sunshine nor all stormy. Just as the length of the rope will depend upon the strength of the stake in pitching a tent, and as the need for a curb on the growing tree will depend upon the depth of its root and the amount of wind and superstructure, so the support and shelter needed in one's emotional climate will depend upon the sturdiness of the child and the stresses to which he is subjected.

Guiding a child toward greater freedom is a task for adults who are themselves reasonably confident and responsibly free. We have said that to be free is to be firmly tied to something or to be firmly bounded, but that something to which one is tied or by which one is bounded must be conducive to growth and to continuous liberation. This is true of the persons who bound one's freedom as well as of the other boundaries of the child's environment.

**DISCIPLINE IS A PRODUCT, AN OUTCOME, AN ACHIEVEMENT, NOT SOMETHING applied from without. All genuine education *terminates* in discipline, but it *proceeds* by engaging the mind in activities worth while for their own sake.—JOHN DEWEY.**

# Group Ways in Discipline

*There is discipline in working in a group. Yet each individual working with children must be sure that group control is tied to democratic goals or else it may be misused. This significant article has been prepared by Celia Burns Stendler, professor of education, University of Illinois, Champaign.*

REVOLUTIONARY CHANGES HAVE OCCURRED in education over the past three decades and perhaps in no one area have the changes been as radical as in the area of discipline. From an era where children sat in silent rows working on individual assignments, where whispering or indeed any kind of social contact with other children was forbidden, where the teacher meted out reward and punishment with a firm swift hand, we have come to the place where small groups of children may meet together in committees with or without the teacher, where friend may chat with friend as they work on a mural, where the teacher may discuss discipline problems with the group and ask for their help in reaching solutions.

These changes have come about partly because educators have been concerned about the role of education in a *democracy*. Since we are a democratic nation, it was reasoned that one of the goals of education should be to prepare pupils for democratic living. And with John Dewey's help, the next step was to change the authoritarian rule of the school to one where children participated more actively in its control. This was to be accomplished by giving pupils more share in planning and evaluating possible behaviors within a framework of enough teacher-set limits to provide security for children.

## *Some Abuses of Group Control*

There have been some abuses of group control as it grew out of the concept of democratic education. Some teachers have equated democracy with voting and have assumed that settling problems by a show of hands rather than reasoned discussion proved that they were being democratic. Some teachers left too many choices to the group so that children felt insecure by virtue of having to assume more responsibility for behavior than they were ready for.

Consider the case of Miss Adams. Her sixth-grade class has been accustomed to waiting outside until 8:50 AM before marching into the building. Now the school rules have relaxed and children may enter the school as early as 8:30. Miss Adams announces this to the class and at the same time points out that she will not be in the room at that time for the next week, as she has duties in another part of the building. She tells the children they may come in and work quietly until she gets there.

Unfortunately for Miss Adams no limits other than "work quietly" have been set for the children. When she returns the first morning she finds the room in chaos—blackboards scribbled on, paint spilled, library table in a mess, and children chasing one another around the room. She quickly gets the group's attention and announces that since they

are not ready for the privilege of coming in early, they will have to stay outside until 8:50 AM when she will be free to supervise her own classroom. Miss Adams has failed to realize that children cannot be turned loose all of a sudden to assume responsibility for their behavior unless adequate controls have been set up.

Mr. Bell's approach to the problem is quite different. He makes the same announcement of early entrance to his sixth graders, but then he lays down the law. He tells them they are to work quietly in their seats and that the only excuse for a pupil's leaving his seat would be to go to the pencil sharpener. He appoints pupil monitors to carry out his edict—one for cloakroom supervision and one for the classroom.

Mr. Bell is quite proud of his system. He doesn't have chaos when he returns, as does Miss Adams. But what he doesn't realize is that Monitor Dick hands him a list of names which does not include any of his friends but which does list his enemies for even very minor infringements of law. Monitor Ed, however, will retaliate when his turn comes. Eventually interpersonal hostilities build up and spill over into the playground activities; they come out in the toilet rooms and there are after-school difficulties. Mr. Bell sees no relationship between his methods of control and pupil behavior, but these relationships have been substantiated by research findings. We know for a certainty that Mr. Bell's procedures will result in increased interpersonal hostilities which will come out when the children are free of Mr. Bell's thumb.

### ***There Is a Happy Medium***

Between the extreme of Miss Adams who set no limits and Mr. Bell who left the children no room to wiggle lies a happy medium. We find this in the classroom where children play a large role in

setting standards for their own behavior. Instead of having teacher tell them exactly what they are to do the children help to define standards and to set goals and then they participate in evaluating their own behaviors.

Let us look at Miss Campbell who, like Miss Adams, also wants her pupils to use the before-school time constructively. But in place of having the children come into the classroom without guidance, Miss Campbell raises the question as to what might be appropriate activities and which ones inappropriate. Together the class sets up standards:

We had better not use the blackboards because they won't be clean in time for school.

Science experiments are OK but none that use fire.

Those who listen to records ought to have a chairman to take charge of the machine and the records.

Persons using the easel will have to allow enough time to wash brushes before the final bell.

Committees meeting before school will have to arrange for this ahead of time so all committee members can be there.

Not only did the class discuss what activities were appropriate for the before-school period but they also set up standards for conduct. It was a pupil, not the teacher, who pointed out that they were a privileged group with respect to coming in early and that certain behaviors would "queer it" for everyone. They listed specific behaviors that would not be acceptable during this unsupervised period.

Things did not always go smoothly in Teacher Campbell's classroom. There were days when she returned to find horseplay in progress and cleanup not completed. But she used these occasions for group evaluation of behaviors and for a restatement of acceptable standards. She did not abandon her method of group control for she realized its contribution to the development of social responsibility.

ty and self-direction. She also appreciated the fact that because her pupils had shared in setting the goals, they were making greater efforts to reach them than if she had dictated the goals to them.

### ***The Need for Democratic Goals***

By and large where group control has been tied to democratic goals the results have been happy ones. This has not always been true when the group has been used as a disciplinary agent. As teachers relinquished some of their rewarding and punishing behaviors, they turned more and more to the group to reward and punish. Now when Teacher Taylor is reading to the class and Jimmy misbehaves, the teacher may not scold Jimmy herself. Instead, she may stop reading, put down her book and say, "Boys and girls, someone is spoiling the story for us. I can't continue while Jimmy is talking. What shall we do, boys and girls, when someone spoils our story?" Thereupon the group may show its disapproval of Jimmy's behavior by suggesting appropriate (or inappropriate) punishments or may otherwise punish Jimmy by laughing at his discomfiture. In effect, the group becomes the disciplinary agent rather than the teacher.

Sometimes the group is used to reward a child. Teacher Yates may hold up a beautifully written paper for the class to see and say, "Boys and girls, this is Susie's paper. What can we tell Susie about her paper?" Then the children praise the writing, the neatness, the margins, and whatever else the teacher has been emphasizing in written work. Again it is the group rather than the teacher acting as socializing agent.

There are certain dangers in these situations which need to be examined. One is that when children are put in the position of being able to pass judgment on other children they may use this oppor-

tunity to give vent to underlying hostilities. Thus when the teacher asks the group to give their opinion of likeable Mike's misconduct, only one pupil parrots a halfhearted reply. But when unpopular Tom is singled out, the group has many nasty things to say. Children can be very cruel to other children; we ought to make the classroom a place where they practice kindness, not meanness, to one another.

Another danger in use of the group to discipline is that it builds the group as a too-powerful socializing agency. When the teacher uses the group in this fashion what she says in effect to the class is, "The opinion of your peers is very important. Their approval is a good thing; their disapproval is bad."

### ***Over-emphasis on Peer Approval?***

Within reasonable limits and provided the goals of the group are morally right, working for group approval is a desirable thing. But in America where both home and school have used the opinions of other children to discipline, peer approval becomes too important. Increasingly the child turns to his peers to get his values and to learn to behave. Twelve-year-old Mary demands lipstick because other girls are using it; 8-year-old Harry won't wear snowpants because "the kids" will laugh at him; 9-year-old Marc can't be seen riding his sister's bicycle. We used to talk in developmental psychology about how important the peer group became at 9 or 10 years of age; now this trend is showing itself at even earlier years. This is not because of some innate urge to be interested in peers at 8 or 9 years of age, but because the child has been learning for several years that his peers are important; that their opinions matter. Behaving out of fear of group disapproval may produce dangerous conformity. We have given



some relatively innocuous examples of how children bow to their peer's opinions, but some behaviors are not so harmless. If the values of the gang happen to be amoral, delinquency may be the approved way of behaving. And an individual member of the gang may be afraid of not going along because he cannot take peer disapproval.

In a study of character and personality, Havighurst and Taba (*Adolescent Character and Personality*, 1949) noted the lack of moral courage and the unwillingness of the adolescent to buck group opinion. They asked students to indicate their agreement or disagreement with items such as these:

"A really fine person should avoid an unpopular political or social group."

"Young people can be forgiven for doing some things they know are wrong if other people are doing them, too."

Havighurst and Taba also presented students with problems such as these:

"Judy admires Helen very much and wants to belong to the group that is often invited to Helen's house. Once, while Judy is visiting Helen, with some other girls, Helen makes quite damaging remarks about Nancy. Judy knows Nancy only slightly, but she is sure the things Helen says are not true. She also

knows that Helen gets angry easily when crossed and that Helen is not likely to invite her again if she offends her."

"What should Judy do?"

By and large the investigators found that following the group, even into wrongdoing, is rather highly approved by adolescents. They found that "doubt and fear are expressed about any opinion or action, no matter how right, which is likely to arouse the displeasure of any person in authority or jeopardize one's popularity with peers. There is hesitancy in raising questions of rightness and wrongness in criticizing peers, for fear of being regarded a prig."

**R**ATHER THAN USING THE GROUP TO REWARD conformity or punish non-conformity, we need to use group control in constructive ways. Group ways in discipline can be positive. Goals which children have a part in setting they are more likely to want to reach. Standards which reflect pupil thinking and planning are more likely to elicit cooperation. And the process of arriving at standards and evaluating their own behaviors helps pupils slowly acquire a value-system more in harmony with our democratic ideals.



"Yeah, I heard you say  
'Come on, children.'  
Didn't you hear me say  
'Don't BOTHER me?'"

Used by courtesy of Hank Ketcham.  
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toward self-evaluation

## Reflections of a Teacher

*Each individual needs to become more aware of his reactions while working in a group. Group control does not burst into full being without self-evaluation by the individuals. Here a teacher sees the growth being made by one group.*

NOW THAT I HAVE THESE ANECDOTAL records before me, what are they saying—what do they mean? How do I know whether I am moving in the direction I would like with these sixth graders; many times it certainly doesn't seem so.

Since I can't look at everything this afternoon, perhaps if I select one aspect of our working together and examine ideas the children have expressed about it, I shall get some clues for next steps in planning with them. I am wondering whether they are gaining insights into some ways of working which are new to this group and whether they are beginning to understand each other as persons.

Working on social studies problems in committees has been a new and somewhat trying experience for this group. For the previous five years of their school life, they were accustomed to textbook assignments. Skills of problem solving were hard to understand at first and required much more guidance on my part; I had to suggest two or three possibilities they might choose from. Now they have many ideas, some of which had not occurred to me.

Let me see what the written evaluations of these children reveal about progress

*Aleyne Clayton Haines is an associate professor of elementary education at the University of Florida, Gainesville. She wishes to acknowledge the anecdotal contributions of Anne Gaertner, teacher, Cocoa, Florida.*

we have made in committee work, as *they* see it.

- When we first started to school our committees were not well organized. Now that we know each other better we can work better. The first meetings hardly ever do well because you are getting organized.

- On the first committee we kept having many difficulties. We were making a sundial and it was a very poor excuse for a sundial. On the last committee we had hardly any difficulties and ended up with good reports.

- Well, the first committee was unorganized, people were throwing sand on the playground where we were working, talking about unnecessary things, people were running about, nobody knew what to do, my that was a mess. Now the last meeting we were talking sense, everybody was helping everybody. Nobody was acting up. We now can go out, get to work and have an outstanding report in three meetings.

They seem to be stressing accomplishment and organization that will help each to understand his job. That certainly didn't happen automatically. I remember the daily evaluations we had as a group discussing what had happened, why it had happened, and what we could do to improve. *Children must have a real part in the continuous planning of experiences if they are to develop sound standards for evaluating actions.*

### **What Helps or Hurts the Group?**

It is important for them not only to have general impressions about our ways



Courtesy, Wilmington Public Schools, Delaware

Positive values as seen by children seem to center around interesting, stimulating activities.

of functioning but to begin to analyze what specific reactions contribute to or interfere with our progress. That is one reason I asked for their ideas on what they liked and disliked about working in committees. They responded freely when they understood that the purpose was to help all of us make future decisions.

- I like to work in committees because they are a lot of fun and interesting. (four children responded)

- Something I like is that you all work together. (four children)

- You learn something working this way. I think we get more done.

- When you aren't sure about something someone else may know. It is also a good way to find out what people can work hard and what people can't.

- I like to hear them talk in front of the room and I like to see what they are working on.

- Well, for one thing we learned more about things of interest and about things we should know. We also learned to work together although some people did not want to cooperate. Personally, I had a lot of fun and, as I say, we did learn a lot.

- It gives you a chance to meet people. You get to know people better.

- I do like a committee because it gives time to work and makes you more on your own.

- When you work on a committee you can share your work.

The positive values as seen by the children seem to be centering around interesting, stimulating activities. This will be a challenge to all of us to examine continuously the content of our discussions and the types of experiences we think will be most worthwhile.

I seem to detect another recurring theme about interpersonal relations. The thread of emphasis here seems to be pointing up values of individual endeavor and of sharing ideas with each other. The children also seem to welcome the opportunity for knowing each other better and learning how to work together. This very opportunity, however, involves judgments of each other. *I must continue to help them examine their expectations of accomplishment and broaden their base of accepting individual differences.*

Perhaps the responses on negative aspects of our work will give some further clues for guidance.

- It is no fun having a noisy committee. (five children)

- Some people act up and don't do right.

- I don't like a bossy chairman. (five children)



- Well, I will not mention names, but some people did not want to cooperate with the chairman, and with some of the other members. Also at times, I think that they were entirely too noisy. I think that if we could have had a little more cooperation from the rest of the committee, it would have been much better.

- I don't think there is anything that I don't like except when the girls and boys don't cooperate. (three children)

### ***What Is Appropriate Behavior?***

Although we have discussed at various times the roles and responsibilities of the chairman and other members, we might well continue this analysis with regard to specific ways of acting in different situations. It is important that children begin to realize that as circumstances change, different kinds of responses may be called for. There is a danger in allowing a stereotyped pattern of operation to develop. Some valuable learnings are embedded in an evaluation of good and bad behavior but I hope they will realize that standards of behavior may shift according to the situation. *Thus, we might discuss appropriateness—always with emphasis on objective situations, not on individual personalities.*

### ***Why Do I Behave as I Do?***

Recently I have heard a number of children make remarks about their own behavior in committees. At least some of them are becoming aware of the reasons why they act as they do. This is a necessary step in guiding their self-realization.

- I don't like to talk in front of the room because I make lots of mistakes.

- One committee I was on got in trouble. For some reason I didn't like the chairman and I guess I didn't act right. But I really didn't want to be on that committee so I guess that was another reason for my actions.

- In our first committee, I think I had just moved down here and I was pretty shy. So I never did give my report.

- Some of the girls didn't know what to do. Maybe I was a little hard on them because they work slow and I hurry them. We weren't quite organized. We're getting along now but a little rushing.

- I wanted the other children to get interested in stamp collections because I am. And another reason why I gave my best stamps away was I wanted the children to like me.

These particular children are amazing. I had no idea they were going as far as looking at their motives. If they could be helped to think about some reasons why others act in various ways and to be increasingly sensitive to the feelings of others, maybe our ways of working together will improve still more. *Sharing of feelings should become a growing experience for the whole group, if handled so as not to put anyone on the defensive.* Another effective technique I might use with these children is role playing.

### ***Things to Remember***

I must test further the hypotheses gained from this evidence. In so doing, it will be necessary for me to clarify certain concepts in my own thinking, in order to guide children's learnings:

→ Maturity is not an all-or-none concept. There can be no sharp line drawn at a given time. Each of us has so-called mature and immature habits and we often respond differently in different situations.

→ Learning to work in ways that require the acquisition of new skills is not related directly to chronological age. Older children or adults lacking experiential background frequently function in a halting manner, making many mistakes at times.

→ Criteria for self-evaluation develop gradually through opportunities to explore purposes, suggest procedures, and examine actions.

→ Self-evaluation is learned in the context of interaction with other people. It is a two-way process between the individual and members of the group. Increasing sensitivity to the needs and interests of each and everyone concerned must be of prime consideration if positive values are developed.

By RUTH ROCHE

# A Meaningful Science Program



The children helped to accomplish an improvement in their community.

*Photos from Salt Lake City Public Schools*



**C**HILDREN LIVE IN A WORLD OF SCIENCE. It plays an important role in the lives of children. Stopping for the "red light," viewing a television program, watching an airplane come in for a landing, eating proper food for good health, wearing appropriate clothing for a stormy day, observing the changes in living things *from one season to another are all a part of the child's world and all have their beginnings in science. How the child interacts with his environment depends on the values we hold for the child in teaching science. "What should science do for the child?" "How will the child be different because he is experiencing science?"* Of course, we may ask ourselves these questions for any subject area of the elementary school, for each is concerned in helping each child be a good citizen. However, through science children have unusual opportunities to develop an understanding and a feeling of security in living effectively in today's world.

### What Values Do We Hold?

Every child has certain interests, concerns, and needs. By the questions a child asks, we gain insights into the child's attempt to understand himself in relation to the world in which he lives. When children ask questions, the method used means helping children find better ways of solving their problems. In a cooperative planning situation, every child can ask questions and state problems. The child formulates an hypothesis when he says, "This is what I think," or "This is my idea." To find out whether his thinking is correct or incorrect, he gathers information from a variety of sources. Through observations, experimentation,

reading, and discussion, the child finds a solution to his problem.

As we think of the child's world, we find that plants and animals, different kinds of energy—heat, light, sound, magnetism and electricity—water, wind, and soil, the sun, the moon, and stars are all part of it. Through science teaching the child on his level gains an understanding of these factors in his environment. As he begins to understand, he no longer fears certain phenomena. Through understanding he develops feelings of security in his world.

Slowly year by year the child gains more understanding of the large science concepts which underlie the world of science. The child uses these understandings as he attempts to find answers to his problems and as he communicates with others.

Science teaching should develop in the child scientific attitudes such as a curiosity in searching for reliable information; open-mindedness which may be encouraged and developed through free discussions; changing ideas and opinions when new evidence is produced; withholding judgment until enough information has been gathered before making conclusions; learning to distinguish between fact and fiction; and finding valid ways of checking his thinking. Not all of these attitudes will develop at one time, in one classroom, or by every child; but gradually as the child grows in maturity, the teacher provides opportunities for their development.

### What Shall Be Our Program?

In terms of these values, what kind of program in science can we plan for our children? We must plan a program in science which deals with the concerns, interests, and needs of children. It should include those understandings which will help children live securely in today's

Editor's note: Space did not permit using all the excellent anecdotes originally included. Choice was based on variety, difference of approach, and usefulness to readers. Teachers from the Salt Lake City Schools who contributed anecdotes are: Thora Bean, Zita Birkhaus, Marion Bond, Dan Guido, Ruth Holmstrom, Reita J. Latteier, Kenneth Lucas, Jack McDonald, Winston I. McOmber, Louise Starbuck, Raymond Stensrud.

world. It must provide opportunities for problem-solving situations where the method of science may be put into action. It should allow for the development of scientific attitudes. The following descriptions of science experiences carried on in the classrooms of some of the intermediate grades of the Salt Lake City Public Schools may help to illustrate the values we hold for children in science.

### ***How We Planned and Worked***

The problems that face America concerning the wise use of natural resources also confront the people of Utah. For this reason we include a study of conservation in planning a program in science for the year.

This year, as our study was being developed and planned, one child spoke of the importance of oil to Utah. (Her uncle is an oil geologist for a major oil company that has drilled into some rich fields in eastern Utah.) As Elaine finished, Charles asked if oil were formed in a manner similar to that of coal. The class interest in the general problem of conservation seemed immediately to center on the wonders of petroleum. Greg expressed an idea that coal might be hardened oil. Jeddy immediately stated that as far as he had read, they (coal and oil) may have been formed in a like manner, but were two different products.

I attempted to guide class interest back to my planned study of conservation in general, but we kept veering back to oil. Johnny told us that his mother worked for an oil company and he could bring us some charts that were "extra special." Another boy asked, "Why couldn't we make a model oil well?" Charlie added that he'd like to make a chart showing the kinds of plants and animals that lived long ago and may have helped make our oil. Prompted by this suggestion, Elaine asked if a group could be allowed to

construct a model earth of long ago dinosaurs, ancient trees, volcanoes, and everything—to help show some of the forces that made our earth of today, as well as helped form the oil we use.

By now the class was all for this new idea and mentally I bowed to their interest. On the blackboard we began making the plans we were to follow. We planned a chart illustrating the uses of oil in our civilization. We decided to write letters to an oil company for information. Committees were appointed that searched our library for added information. We decided to ask Elaine's uncle, who is a geologist, to come tell us about searching for oil. As our study progressed we needed to make "a dictionary" of new words to be added to our new "oil" vocabulary.

We formed other committees to work on the model oil well, the model earth, and charts to help us record information. Johnny and Suzie brought fossil rock remains and many types of mineral ores which we placed on a large plywood frame or chart. We arranged for a "model oil refinery kit" from a major oil company and prepared our "oil show," which we exhibited and explained to other classes. For these people, we were able to trace the story of oil from its possible source in prehistoric time right through to the wells and refinery which we see in our community and the use of petroleum products in our life.

We may never get back to conservation in general, not this year, but the scientific learnings, planning, and democratic actions were illustrated in our planning and sharing, not as teacher and pupils, but as co-learners and co-workers in a study originated in pupil interest.

### ***Helping On a Community Problem***

One day a group of 11-year-olds came to me very excited. "A ditch near our

school has flooded again." "The water was over the sidewalk and running into the people's yards." "What can we do?" "It could cause diseases." "It happened in the summer and last year, too." We decided that they might present it as a problem to the rest of the class. During our discussion we talked of the problem in terms of its being a possible menace to health as well as a safety hazard. We finally decided that we should write letters to our city officials.

We had to find which city official would handle this problem. This was one of the children's letters:

Mr. Joe L. Christensen  
Commissioner of Streets and Public  
Improvements  
City and County Building

Dear Sir,

We of the sixth grade are concerned about a problem at 2431 South 5th East. A ditch is flooding and the children have to go out in the street to get around it. The children are playing in the ditch water which could easily cause them to have diseases. We would like to call this problem to your attention.

Sincerely yours,  
JILL ALEXANDER

There was great excitement a week later when we received this:

Dear Students:

I am taking this opportunity to answer your recent letters requesting that a bad drainage situation at 2431 South 5th East be taken care of by the Department of Streets and Public Improvements.

I appreciate the interest that you and your teachers are taking in the problems of the community in which you live.

The Street Department has been aware of the problems connected with this ditch for some time, but due to the fact that the ditch also comes under the supervision of the town of South Salt Lake when it crosses 5th East and goes south, we have been working with Mr. South, City Manager of South Salt Lake, to find some solution in disposing of the excess water.

We feel that a solution to the problem has

now been reached, and during the next few days a metal culvert is going to be put diagonally across the street so that the water will not back up if the drain should become clogged with debris, as it has done in the past.

Thanking you for the interest shown by your letters concerning your community, I remain

Sincerely,  
JOE L. CHRISTENSEN

About a week later the children came in excitedly with, "They're starting to work!" We watched and heard daily reports from the boys and girls of the progress being made. The children are pleased with the "help" they have given to their community. One parent in the community told the principal, "Nothing has been done for two years with this situation. Now I know we should have come and asked the children to help."

### *Why The Weather Changes*

The changing days of early spring motivated our interest in the work of the weatherman. "How does the weatherman know if it is going to freeze?" "Why do some storms move fast and others slower?" "Where do our storms come from?"

We filled the board with questions. Then we considered the ways we could find answers.

"My father works at the Weather Bureau and he can get some weather maps," Marilyn suggested.

"I saw something about the work of the weatherman in one of our science books. I'll go get it," said Susan.

Plans were made and committees were formed to keep records of the weather. We decided to make weather instruments and set up our own weather bureau.

One committee made a mercurial barometer, which helped us in keeping a record of the pressure of the air. The characteristics of mercury were delightfully observed, but we respected it by



washing our hands after sticking our fingers in it.

Another committee made a wind vane and an anemometer. Each group explained how its instrument would help in keeping a record of temperature, or air pressure, or direction of the wind and its speed.

Marilyn brought weather maps and we learned to read them. From the small weather maps published in one daily newspaper, we could follow the movement of high and low pressure areas from day to day. After reading these weather maps, we decided to keep our own records, using the weather map symbols.

The children became more observant of changes in weather, as evidenced by such remarks as, "We are going to have more cold weather, because I saw on TV that a cold front is coming." Or, "I guess we'll be able to go out for physical education after all today, because the sky is clearing in the west." After several weeks of making our own weather observations, someone suggested, "Why don't we go to the Weather Bureau and see how they work?" Everyone was enthusiastic so arrangements were made.

We visited the communications room where our guide helped us to read the code tapes. The guide was amazed when some of the children told him the meanings of the symbols on the weather map. We saw professional weather instruments and found that they were more complicated than the ones we had made.

The radiosonde was of special interest for we had not discussed it before. The guide released a weather balloon and we watched as it soared into the upper air currents.

Our trip helped us become aware of and appreciate the work of the men and women who work in the Weather Bureau. Several days later one of the boys remarked, "My mother wanted to plant

some flowers, but I told her she'd better call the Weather Bureau before she did to find out if it were going to freeze tonight."

As a result of all the experiences we had in connection with our study of the weather, we were learning to get along with our spring weather even if we could do nothing about it.

### ***"What Is a Good Breakfast?"***

This was a real problem to a group of 9 and 10-year-olds. They became very concerned over whether or not they were having a "good breakfast." We gathered information from many health and science books and looked at a variety of picture charts and pamphlets.

During one of our discussions, we decided that the best way to be sure we knew what a good breakfast consisted of and how to prepare it was to borrow the portable kitchen and prepare breakfast at school one morning. We discussed many possible menus and finally decided on one that seemed best for us to prepare. But we didn't know how to cook. We wrote a letter to the girls in the home economics department of a nearby high school to help us with our problem. Two girls answered our letter by coming one day and demonstrating different ways of preparing eggs and fruit for breakfast. They told us about food value of cereals.

After the girls left, we were really busy. We organized committees for preparing and serving the toast, cereal, and hot chocolate, for setting and clearing the table, serving the food, and washing dishes. We figured the quantity of food needed and chose a committee to purchase the food.

We asked our school nurse to give a hand-washing demonstration. She showed us the proper way to wash our hands so we could be sure they were clean.

For our fruit, we decided on making



Does the child question magic as an explanation of happenings?

applesauce. We discussed proportions with our mothers. Each child peeled an apple and helped with the preparation.

The day of our breakfast arrived. The two high school girls returned and helped in guiding the work of the various committees that had been organized ahead of time. The children enjoyed eating the food they had helped in preparing. To some of the children, eating hot cereal was a new experience.

As a result of our study, the children became more enthusiastic over breakfast and found that a good breakfast is a better beginning to each day. Many of the children reported that they made cereal or prepared eggs at home. The children said that they liked making and eating breakfast at school, rather than just reading and talking about it.

### ***Our Drinking Water***

One article being considered for the school newspaper which was published by our group told about the taste of our school water and how it was possibly endangering our very health. The discussion was rather lively, for some children disagreed with the article and the author's opinions. We soon realized that we had a problem that could not be solved by discussion alone. If our health was in danger, what could we possibly do?

First, we must find facts and information about drinking water. We read in a variety of books, adding many new words to our vocabulary, such as chlorination, sewage, drainage, typhoid, watershed, contamination, bacteria, and others. Although we had gained much from our reading, we still had no answer to our immediate problem, "Was our city doing anything to protect us?"

A child suggested that we call the city water commissioner and ask him to help us. He was eager to help us find the answer to our problem. He helped arrange and plan a tour to the source of our drinking water.

The trip took us to the high mountains in the northeastern section of the city. We saw the cool streams of water as they fed the reservoirs. We inspected the new and massive filtering plant and learned how it operated. We watched machines in the chlorinating station which give hourly water readings and chlorine inspection readings. On the return trip we saw the devastation to some watershed areas caused by boys playing with matches.

We discussed and evaluated the trip and everyone agreed that our drinking water is safe to drink. Many people, along with the city officials, help to protect the health of the people in our city.

For the first time the children learned the importance of protecting watersheds.

### ***Using Our Environment Wisely***

Early in autumn while trees still had green leaves on them, the children were asked to tell about the trees in or near their yards. Many children discovered that they knew very little.

We discussed how we might learn more about trees. The children suggested bringing leaves and branches to school for our study. This suggestion provided a good opportunity for a discussion of conservation and respect for other people's property. We decided we needed to make some rules to protect trees, particularly if we were going to bring samples of leaves and branches to school: Ask permission of the owner before taking a sample in his yard. Be careful not to break branches or injure the bark or any part of the tree. Take only one leaf or twig from any one tree.

While making these rules, the question was asked, "Why should we be careful not to strip a tree of its bark or leaves?" This led us to study the importance of trees for shade, for holding the soil in place, for preventing water from running off so rapidly, and for providing us with food and other products.

We decided that one of the best ways to learn about trees in our neighborhood was to observe them where they grew. We discovered that we could recognize a tree by the way the leaves were attached to the branches, by the shape of the leaves and their color, by feeling the bark and noticing its color. We soon found that certain trees were found many times in the neighborhood.

Since our school is near a river, we also wanted to see if the trees along its banks were like those in our yards. Along the river bank we discovered many kinds of willows and noticed that the

vegetation along its bank was different from that in the yards we had visited. We observed how the bushes and trees helped hold the river bank in place and discussed what would happen if this vegetation were destroyed.

We found a few trees that appeared to be dying and looked for causes to see if they had been injured by people. We discussed the way the leaves help to catch rain and help it to fall gently to the earth where it will soak into the soil instead of running off.

We gathered samples of leaves and twigs in accordance with the rules. On our return we examined our samples more closely with a magnifying glass. We mounted and labeled them. We made charts recording the information we had gathered from a variety of sources. Our charts told how trees help us and what we can do to protect trees.

### ***Discovering Geological Wonders***

Our school is in an old residential part of Salt Lake City. Because of this, the teacher one morning asked, "Have any of you ever noticed whether any of the houses in your neighborhood have a stone foundation or maybe a stone trim?" Many of the children knew their own or neighbor's houses had stone used in this way. The church next door to the school, and even the old part of our school, had stone trim. After looking at the stone trim on our building and feeling it, we decided that it might be sandstone. Susan asked why the early residents had used this sandstone instead of cement. Peter said there must have been large amounts close by. Immediately, several children told of an old abandoned quarry in Emigration Canyon in which the stone resembled this sandstone. They decided it was close enough to be a probable source.

The discussion led to other city build-



ings in which granite, marble, and slate were used. They knew granite was found in the canyons, and some children were sure they had specimens of other building stones that they had found in the Salt Lake area or in Utah. They decided to see if they could find specimens to bring.

The next day rocks and minerals of all kinds were brought into the classroom. Immediately the children wanted to know more about them. Some of their questions were: "Why do they all look so different?" "How can we tell what kind of rock this is?" "How does it happen that a fossil is found in this rock?" "Why is lava found in Utah?" "How was this piece of petrified wood formed?"

A committee went to the library to find out something about these rocks, some of which they knew by name.

The rest of the class decided to see if there were any scientific methods that would take the guesswork out of classifying rocks. When they found the tests and other information, they used them to classify their samples.

As the committees worked, they found that rocks fell into three classes—sedimentary, igneous, and metamorphic. They reported the conditions under which these rocks were formed. Immediately the class was curious as to what had happened in Utah to cause all these different formations. Why, for instance, was volcanic rock to be found in the same area as sedimentary rock?

They decided to form other committees and find out about volcanoes, glaciers, caves, Great Salt Lake, fossils, Zion Canyon, and the formation of our mountains. Through reading, discussing, and observing, they gained much information.

One committee was assigned to bring our rock collection out of chaos. They classified and identified some rock samples by using common tests. The children showed intense interest in learn-

ing the names of various rocks. But most important of all, they learned many facts about each one—how the rock may have been formed, where it is to be found in Utah, and its commercial use, if any. The children were fascinated by the physical properties of each rock and found great satisfaction in knowing something about it.

Every child was impressed with the fact that our valley was a treasure house of geological formations. It was a new idea to each child that he could walk a mile or two and find evidence of how water, volcanoes, wind, and glaciers changed the surface of the earth right in our own vicinity.

There was no doubt that every child had become a keen observer of his own immediate environment. The awareness of the time and processes involved in making that rock which he could pick up in his neighborhood filled him with awe.

### ***Applying What They Learned***

For one of our experiments on sound, some children had demonstrated, by placing wires on a board, how different thicknesses of wire, different kinds of wire, and different tensions produced various pitches. Mary spoke up and said, "It looks like a harp and it works like our autoharp."

Before long children were bringing their real musical instruments to show how they worked. One boy who told us about his trombone remarked, "You see, it's like John's experiment with the bottle and the straw."

Nancy demonstrated how her flute worked. She said, "It works on the same principle as the bottles filled with different amounts of water. Remember how the amount of water made the air columns long or short? Well, the holes in my flute are covered with my fingers to change the length of the air columns."

One day John showed us a harp he had made at home. The children were impressed and suggested that everyone could make an instrument.

We began to plan what instruments we wanted to make and what we would use to make them. Our list of materials included cans for banjos and cigar boxes for violins. For strings we could use leader line from fishing tackle or spool wire. Flutes could be fashioned from bamboo, chimes from pieces of pipe, and tambourines from pie pans. Eye screws could be used for tuning pegs on banjos and violins.

When our instruments were made, we began to demonstrate our accomplishments on them. As more and more of the children played tunes and melodies, someone asked, "Couldn't we get Miss Halliday (our music teacher) to help us plan a program for the fifth grades?"

As the teacher, I felt that our greatest learnings took place in the preparation and presentation of the experiments that led to the making of the instruments. This was important because it took us a step further in practical application of our learnings. Planning the program was valuable because it gave everyone a chance to participate. Novel ways of bringing in rhythmical accompaniments were evolved so everyone shared in making his instrument a part of the program.

### How Do We Evaluate?

To evaluate any program in science, we must be concerned with the growth of children as we study their behavior in planning, working, and evaluating together. As children's work progresses, the teacher needs to provide many opportunities for the group to evaluate their ways of working individually and in committees. If there is a friendly, cooperative feeling between the teacher

and the group and among the children, the evaluation period will be a most helpful experience to everyone. Such evaluation time helps children in making further plans, in pointing out which ways of working were effective, and which ones need to be improved.

As children use the method of science, the teacher will want to watch for evidence of children's growth. Keeping records of each child's progress in different situations is a helpful way of noting children's progress over a period of time. These questions may be suggestive in observing each child's growth: Does he ask questions or state problems? Does he suggest ideas or make proposals? Does he suggest ways of finding solutions to problems? Is he growing in his ability to find, organize, and share information? Does he use many sources of information before making conclusions? Does he verify his conclusions by using authentic materials?

In observing the behavior of each child as he grows in the development of scientific attitudes, such questions as the following may be helpful to keep in mind: Is he developing open-mindedness? Does he question magic as an explanation of happenings? Does he withhold decisions until he has evidence from all available sources? Does he make a distinction between fact and fancy?

Other ways of evaluating children's progress in science are: using new learnings to plan and present a program to other groups of children or parents, using various forms of art media to express learnings gained from science experiences, and making individual or group records such as charts and booklets.

Helping each child to grow is one of the most important responsibilities of the teacher. Through science, children and teacher can have many pleasant, stimulating, and challenging experiences.

(Continued from Toys and Models, January 1955)

## Moving Pictures

Inventing mechanical devices for showing "movies" challenges children at all age levels.

Children's drawings with captions and experience content reading material, telling about an experience, an episode, a topic, or a sequence of events form the basis for these "movies."

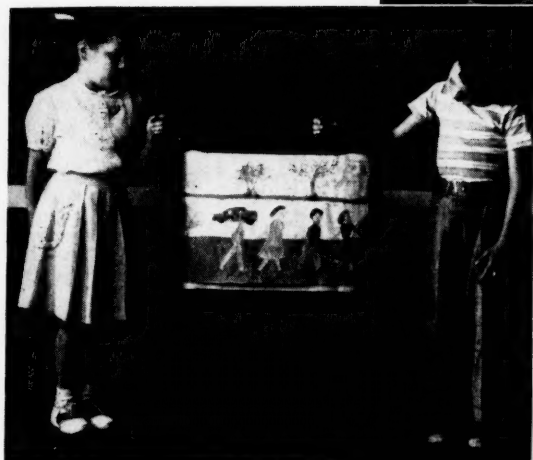
Mount the related charts in vertical or horizontal sequence on "moving belt"—a long strip of paper (wrapping, shelf, wallpaper);

fasten each end of the belt to a round stick (dowel, shade roller); mount scroll in box or carton (front and back open) so that the two scroll sticks are parallel and turn freely in holes, in brackets, or on axles (nail, screw, bolt, dowel).

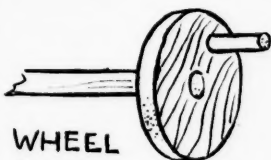


To make opening in wooden box, remove boards or saw opening the desired size (use brace and bit for boring the starting-holes).

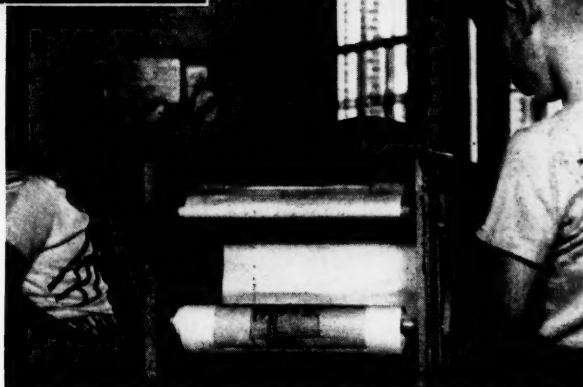
To make a small hole in a round stick, use straight awl, a bradawl, or a twist drill (#3 or #4).



BRACKET



WHEEL  
CRANK

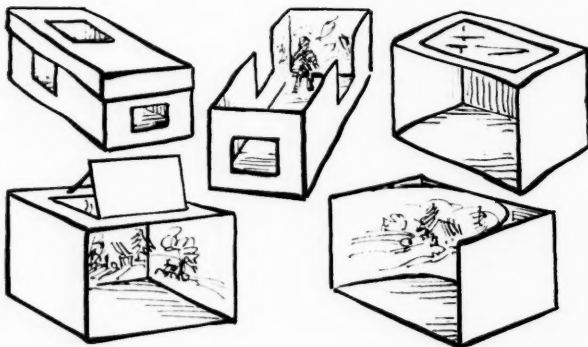


### 3-Dimensional Display

Making peep shows, dioramas, panoramas is an opportunity for all—and especially for gifted children in the average class—to develop leadership in research whether in books or in the community; to think critically about what has been seen, heard, or read; to organize this information; and to clarify and strengthen ideas through trying to express them in tangible form.

#### PEEP SHOWS, DIORAMAS, PANORAMAS

In planning, making, and composing the scene—background, props, figures—consideration of proportion and perspective should differ according to the interest and development of the children.



To light up the stage of peep shows and enclosed dioramas make opening in ceiling of box: leave opening uncovered or cover with clear plastic, or make propped-opened-hinged door with underside coated with white or aluminum paint to reflect light into the enclosure.

For all 3-dimensional displays use flash light, electric bulb, or window. Experiment with colored tissue paper to produce different lighting effects.

**Back drop**—children's drawings, mounted cutouts or advertising materials—fastened as a flat or curved screen.

**Water, Lakes, Rivers**—mirrors, silver or blue paper, plastic strips, foil, paint, crayon, tin.

**Snow**—cotton batting, Christmas tree snow, powdered borax.

**Hills, Mountains**—dip wrapping or bag paper in water in which some glue has been dissolved; use box or carton as foundation; crumple and model the wet paper over foundation. If needed, place wads of newspaper over and around foundation to hold wet paper in shape while it dries and stiffens.

**Houses, Shelters, Fireplace, Furniture, Vehicles, Machines**—experiment with a variety of small boxes, tubes, egg cartons. (Erector set and train in lumber camp picture were offered by a child; naturally his contribution was accepted.)

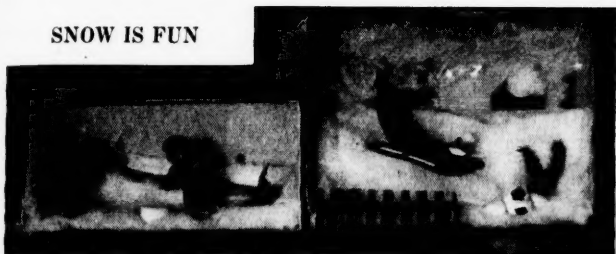
**Trees**—cutouts, crumpled tissue paper, or dyed sponge fastened to stick or twig, or small branches of evergreens stuck in button mold, spool, or lump of plastic material (clay, pulp, papier mache); two tree silhouettes, one cut half way up center and the other half way down and the two slipped one over the other.



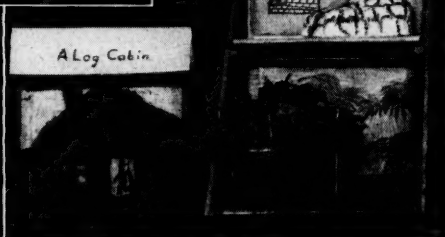
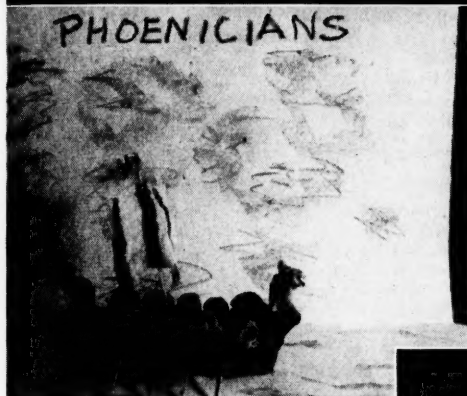
#### Figures (Animals, People):

**Cutouts** (children's drawings, advertisements) mounted on cardboard and made to stand—fasten to tube, spool, block of wood; fasten hinged strip or triangular piece of cardboard to back; curve and join wide skirt of costumed figure; cut animals double, fastening bodies together and spreading legs apart. **Coping saw figures** cut out of wood and fastened to block or platform of wood.

**SNOW IS FUN**



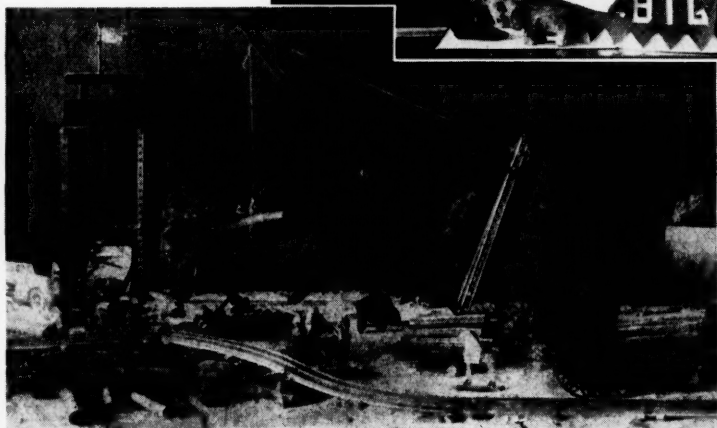
**PEOPLE'S HOUSES  
ARE DIFFERENT**



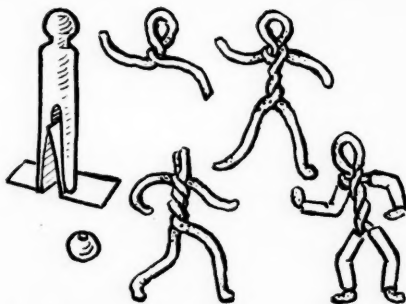
**THESE PEOPLE  
WERE BRAVE SAILORS**



**THE CIRCUS  
HAS COME  
TO TOWN**



**LUMBERING  
DEMANDS  
TEAMWORK**



**Clothes pin**—for support stick prongs in lump of plastic material or fasten a folded strip of cardboard between prongs. Pipe cleaners can be added for arms; head modified as children suggest; paper or cloth used for costumes.

**Pipe cleaners**—use two or more to make armature (head—loop, wooden bead, piece of cotton with cutout picture of a face, modeled papier mache pulp, or circular piece of cloth gathered and stuffed with cotton or soft cloth); make costumes—great originality may be shown by the children. Soda straws slipped over pipe cleaner arms and legs give a feeling of more body to the figure.

**Modeled figures**—study the figure, its characteristics and general shape; decide on relative sizes needed;

**modeling without an armature** (use any plastic material—clay, pulp, papier mache)

**modeling over an armature** (newspaper canes, wire—annealed bright iron wire #20; to cut wire, use end or side cutting pliers):

**making newspaper cane armature**—size and number of sheets of paper used will vary with size of figure. A length of wire laid in first fold of each cane will give stability and flexibility. If legs have tendency to spread or head to droop, tie them in place. Pad armature to required thickness and shape by using crumpled newspaper tied in place. In padding small armatures, wet ends of long strips of newspaper with paste and wrap around the frame. Cover padded frame with strip papier mache.

**making wire armature**—there is no one way of making a wire armature—experiment with many ideas:

**using two wires**—shorter wire to form head, neck, and arms; longer wire to form shoulders, body, and legs. Place second wire around neck like scarf; twist it around first wire to reinforce shoulders; bring it down in heart shape to form body and twist at the waist; form hips, legs, and feet. Bulk and shape small armature by adding papier mache pulp, larger armature by tying on crumpled newspaper or by wrapping armature with long strips of paper. The latter may be covered with strip papier mache.

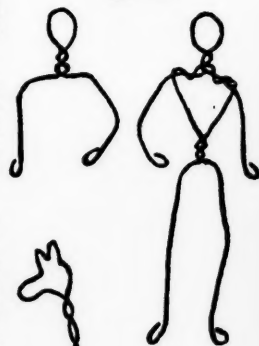
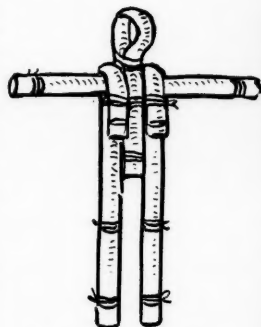
**Animal armature** is made in practically the same way. Bend head and legs in correct position. Tail can be added piece of wire or long end of second wire. If sturdier animal armature is desired, double length of each wire: looping, doubling, and twisting first wire bring it back to shoulders; repeat for back and for hind legs, bringing second wire back to hips.

**using one long wire**—beginning at one end of wire, leave a length for back and neck; loop and make general shape of head (elephant has a trunk, remember!) and twist together for neck and back. Shape wire for back. To make tail of animal, pull out required length and double back, giving wires a twist or two. Twist tail tight at end of back. Bend wire to form hip; pull out wire for hind leg and form loop for foot; double and twist wire, return wire to back, twist. Form other hip and hind leg in same way. Bring wire back to neck by twisting wire along the back. To make forelegs follow directions for hind legs. Twist wire at neck, cut, tuck end away.

Make figure take active position by bending joints.

Bulk and shape armature by wrapping and tying on crumpled newspaper; cover with strip papier mache.

(Continued in March 1955)







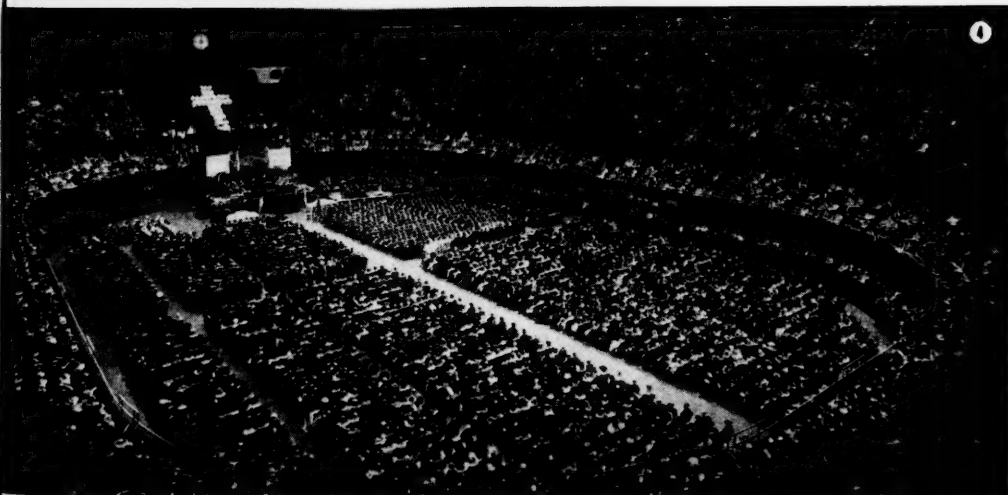
# 1955 STUDY CONFERENCE

April 11-15 \* Kansas City, Mo.

**Theme: Focus on Children**

Some two thousand of those who work with and for children will gather here to consider children's needs and to plan together for their fulfillment. The conference will feature inspiring and informative lectures, 59 study groups on important aspects of childhood education, branch forums, functional display of educational materials, and other activities.

For information write: ACEI, 1200 15th St., N.W., Washington 5, D. C.



## Kansas City

... offers many interesting and historical places to visit.

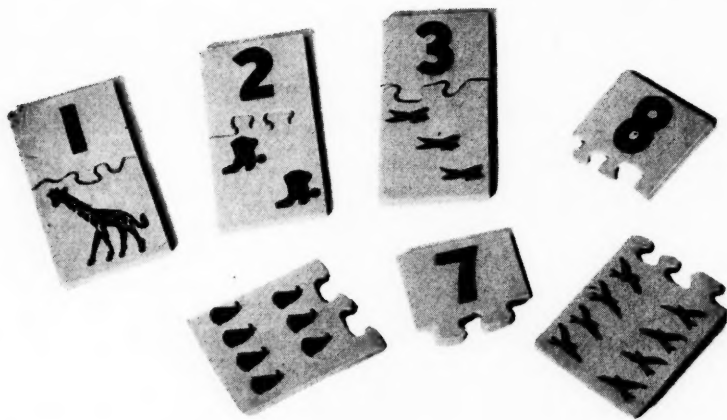
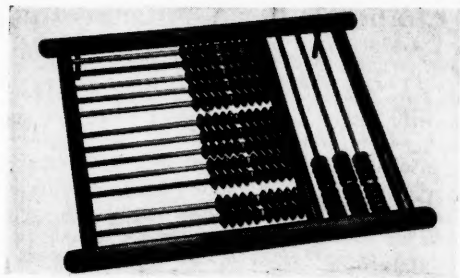
Shown here are . . .

(1) Overlooking the Lagoon from Swope Monument in 1400-acre Swope Park.

(2) Nelson Art Gallery, where more than 180,000 visitors each year view the splendid collection of paintings, sculpture, and other art.

(3) Kansas City skyline from Penn Valley Park; foreground, "The Scout," by Cyrus Edwin Dallin, a reminder of the early days of westward expansion when Kansas City was a frontier outpost.

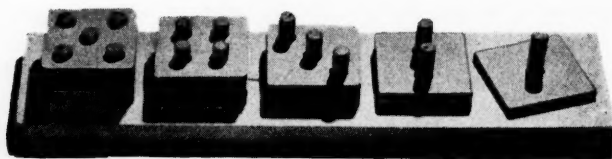
(4) The Arena of the Municipal Auditorium where community Easter Services are held. The Municipal Auditorium will house the ACEI Study Conference.



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# NEWS and REVIEWS

## News HERE and THERE . . .

By FRANCES HAMILTON

### New Branches

Englewood Association for Childhood Education, Colorado.  
Alachua County Association for Childhood Education, Florida.  
University of Miami Association for Childhood Education, Florida.  
Galesburg Association for Childhood Education, Illinois.  
Reno Association for Childhood Education, Nevada.  
Westchester Community Association for Childhood Education, New York.  
Cumberland County Association for Childhood Education, North Carolina.  
Texas Southern University Association for Childhood Education, Houston, Texas.

### Branches Reinstated

New Orleans Association for Childhood Education, Louisiana.  
Hood River Association for Childhood Education, Oregon.  
Savier County Association for Childhood Education, Utah.

### Retirement

DR. WINIFRED E. BAIN, president, Wheelock College, Boston, Massachusetts, has announced her retirement at the end of this school year. Dr. Bain has been president of Wheelock College since 1940, and during that time, has taken the leadership in developing the program from a three-year normal school to an accredited four-year teachers college. In 1952, approval was granted by the State of Massachusetts for the bestowing of graduate degrees in education by Wheelock.

Dr. Bain was graduated from the University of Chicago with a Ph.B. degree and received the M.A. and Ph.D. degrees from Columbia

University. In the latter institution, she was for two years a National Fellow in Child Development.

Since her days of teaching in public schools of Wisconsin and Minnesota, she has been engaged in the education of teachers. She has served as instructor in the State Teachers College in Milwaukee, Wisconsin; as director of teacher training in the State Teachers College in Radford, Virginia; as visiting professor in summer sessions at the University of Chicago and the University of California. As assistant professor of education in Teachers College, Columbia University, she devoted herself to the demonstration program for teacher education in New College.

ACEI has benefited from Dr. Bain's interest and assistance in many ways. She served as President of the Association in 1947-49, and before that as Secretary-Treasurer. She was for seven years Chairman of the Editorial Board of CHILDHOOD EDUCATION. Dr. Bain continues to serve ACEI as Financial Advisor.

### ACEI Headquarters Fund

A suitable piece of land on which to build an ACEI headquarters building has been discovered. Problems regarding zoning and price are being investigated by ACEI's counsel. While we have no definite progress to report, there is hope that an ACEI headquarters building may be in the foreseeable future. Each check that arrives for the Headquarters Fund adds impetus and enthusiasm to the search. The Fund has now reached \$15,501.06.

### On the New Plan of Action

Members of ACEI received in January a tentative draft of the 1955-1957 *Plan of Action* of the Association. Work, preparatory for this suggested *Plan*, has been in progress for many months. In reply to a questionnaire sent out by ACEI headquarters, members of the Association in all parts of the world were, as early as April 1954, preparing a critical evaluation of the needs of children in their communities, with special emphasis upon the most pressing needs demanding the attention of those concerned with children during the next two years.

In August 1954, the Executive Board of the Association, meeting in Washington, gave serious thought to each of the statements collected from branches and individual members



Winifred E. Bain

of the Association. After careful sifting, compiling, and outlining, the present tentative *Plan of Action* of the Association was evolved. During the ACEI Conference in Kansas City next April, branch delegates and international members will vote on this suggested *Plan of Action* and work out definite steps by which the needs of children therein expressed can be met during the following two years.

The *ACEI Plan of Action* has become an increasingly important guide to the work of ACE branches and of the Association as a whole.

In re-reading the past *Plans of Action*, I am impressed with three things in particular: (1) the clear analysis of the problems of the day presented in each case; (2) the purposeful and practical suggestions for action to be taken by branches and international members; (3) the fact that many of the needs of children that were most urgent in the past are, as yet, not met.

The questionnaires which brought to the Executive Board the materials used in the formulation of the 1955-1957 *Plan of Action* recognized the need of ACEI members to focus their continuing attention on the lives and requirements of today's—and tomorrow's—children. During the war years, the impact of a world in strife upon the emotions and physical well-being of children was of paramount importance. It is of interest to note that this need for emotional stability is stressed again in the 1955-1957 *Plan of Action*, this time in a setting of a more rapidly changing culture and a greater variety and number of stimuli.

Throughout the years, each *ACEI Plan of Action* has been based upon down-to-earth, practical, known-to-exist needs of children. ACEI has noted these needs and not only continually striven for immediate answers to the problems, but also for the more remote (but just as important) achievement of ideals. The Association has emphasized that it is important for *all* people concerned with children to work together—actively cooperating to achieve the optimum education and care for *all* children.

The 1955-1957 *Plan of Action*, perhaps more than any of its predecessors, represents the thinking of a wide range of people—both geographically and professionally. It is organized in such a way that the beliefs of those who wrote it are listed first, followed by the

mention of some of the many things that are happening to children today.

When members of the Association work together at the 1955 Conference in Kansas City, they will suggest ways by which, consistent with the beliefs of all those concerned with children, the unsolved problems may be worked on during the next two years. ACE branches, with the aid of the many and varied groups for community service, will strive to solve the existing problems on their local levels. The International Association, working with other organizations with mutual interests, will strive to carry out the suggested action—in terms of the needs of *all* children.

The final responsibility falls, however, upon each and every individual member to work for and contribute to this—*your Plan of Action*.

### **"When Children Write"**

People who know children and writing have prepared the newest ACEI bulletin, *When Children Write*. The second ACEI membership bulletin of the year was mailed to international members of the Association about February 1. "Why Write" is the provocative title of the opening article by Laura Zirbes. The relationship of maturation to writing is discussed in a scholarly and informed way by Marie Hughes of the University of Utah. Wanda Robertson, of the University of Utah, who also acted as ACEI Board Adviser for this publication, writes of creating a good environment for writing. The need to assist children to live in a lush environment, to "see" and to "feel" in order that they may have things to write about is stressed by Mauree Applegate, of La Crosse Teachers College, Wisconsin, in her article, "After All, Mrs. Murphy—."

Insight into children's feelings and desires, conditions under which they live, are available to teachers who free children to express themselves in writing. Mabel Hawkins, Little Red School House, New York City, writes of what we can learn from what they write. Alberta Munkres, Denver, Colorado, writes with understanding and conviction on the "what" and "how" of skills. Those who seek to know children better through their writing will read *When Children Write* with interest. So will those who teach children and want help in releasing ideas and in strengthening this important means of communication. This bulletin is available through ACEI headquarters. Price, 75¢.

## Books for Children . . .

Editor, CHRISTINE B. GILBERT

**ALL ABOUT THE WONDERS OF CHEMISTRY.** By Ira M. Freeman. Illustrated by George Wilde. New York: Random House, 457 Madison Ave., 1954. Pp. 148. \$1.95.

**ALL ABOUT THE INSECT WORLD.** By Ferdinand C. Lane. Illustrated by Matthew Kalmenoff. Pp. 141.

**ALL ABOUT WHALES.** By Roy Chapman Andrews. Illustrated by Thomas W. Voter. Pp. 148.

**ALL ABOUT THE STARS.** By Anne Terry White. Illustrated by Marvin Bileck. Pp. 140.

This is a useful series in spite of the fact that ALL ABOUT used as a series title leaves a lot to be desired, since it is not only difficult but practically impossible to put "all about" any subject within the framework of 148 pages, the length of most of the volumes. An effort has been made to present factual material in an interesting and readable manner, and in some cases, a story form has been used, as in the Roy Chapman Andrews' *All About Whales*. The illustrations are plentiful and clear. Concepts are well built for the 10- to 14-year-old. The favorites of our teachers are *All About the Insect World* and *All About Chemistry*.

**PREHISTORIC ANIMALS.** Written and illustrated by William E. Scheele. Cleveland: World Publishing Co., 2231 W. 110th St., 1954. Pp. 125. \$4.95. This pictorial history of the first five hundred million years of life on the earth from the Brachiopods to the Dinosaurs is a handsome volume, with unusually fine, clear illustrations. The charts, diagrams, and illustrations are outstanding and well within the comprehension of children, and on this basis the book is recommended for young people's use. The volume will also serve as an excellent reference book for teachers. Ages: 10 and up.

**A IS FOR ANNABELLE.** By Tasha Tudor. New York: Oxford, 114 Fifth Ave., 1954. Unp. \$2.50. Tasha Tudor has given us a very charming, feminine ABC book, woven around a Victorian doll named Annabelle and her clothes and possessions. Little girls 4 to 8 years of age will delight in the sheer beauty

of the illustrations. The elliptical borders of flowers are in deep, soft colors, each one of them different and the quaint, old-fashioned illustrations give the reader, at least an adult reader, the feeling of having come upon grandmother's old trunk in the attic.

**CAROLS FOR THE TWELVE DAYS OF CHRISTMAS.** Compiled and arranged by Percy M. Young. New York: Roy Publishers, 30 E. 74th St. 1954. Pp. 140. \$3.50.

This is a lovely volume of Christmas carols, including many old favorites. The selections present a variety of carols dealing with the different aspects of the Christmas season, Christmas Eve, Christmas Day, the Shepherds, Mary and the Infant Jesus to the carols for St. Stephens Day and Epiphany. There are valuable notes at the end of the carols, and the black and white illustrations and the general format are most attractive.

**THE FIRST BOOK OF PHOTOGRAPHY.** By John Hoke. Photographs and drawings by Russel Hamilton, New York: Franklin Watts, 699 Madison Ave., 1954. Pp. 69. \$1.75.

**THE FIRST BOOK OF STAGE COSTUME AND MAKE-UP.** By Barbara Berk. Illustrated by Jeanne Bendick. Pp. 45.

**THE FIRST BOOK OF WORDS.** Their Family Histories. By Sam and Beryl Epstein. Illustrated by Laszlo Roth. Pp. 62.

**THE FIRST BOOK OF COTTON.** By Matilda Rogers. Illustrated by Mimi Korach. Pp. 68.

**THE FIRST BOOK OF SUPERMARKETS.** Written and illustrated by Jeanne Bendick. Pp. 40.

**THE FIRST BOOK OF MUSIC.** By Gertrude Norman. Illustrated by Richard Gackebach. Pp. 69.

The series of "First Books" are for the most part excellent additions to school and public library collections. They present brief (60 pages or less), succinct introductions to a subject. They are copiously illustrated, often with diagrams, charts, photographs, and in some cases, even color is introduced. The reading level varies with the subject under discussion, but in general, the books are suitable for ages 8 to 12. The price of \$1.75 is within the budget range of most buyers. The most useful of the series from the point of view of schools will be *The First Book of* (Continued on page 295)

## Books for Adults . . .

Editors, Dept. of Education  
NISTC, DeKalb, Illinois

**THE ONLY CHILD.** By Norma E. Cutts and Nicholas Moseley. New York: G. B. Putnam's Sons, 210 Madison Ave., 1954. Pp. 245. \$3.50. One interesting development in parent education is the tendency to include more learned and scientific information in books written primarily for the use of parents. The authors, both laymen who have written other books for parents, have combined research data with a chatty account of what these data imply, and explain how parents should treat the only child in the light of such findings. The volume is intended to help parents recognize that only children have the possibilities of developing certain defects and disturbances, but if parents are intelligent and objective about their child the only child may develop into as healthy a personality as any other child. In fact, one point frequently stressed is that many of the fears parents have about only children are unfounded.

Many of the topics deal with the over-protectiveness which parents of only children often exhibit. Another group of chapters is primarily intended to help parents find ways of bringing their only child into situations where there are children; to supply the environment of children found in other homes where siblings are present. An unexpected phase of the book is the two chapters on "Planning for Old Age" and "Caring for an Elderly Person"—aspects of the problems of the only child which are seldom considered by parents. Teachers could well suggest *The Only Child* to both "successful" parents, who will find it interesting reading, and disturbed and bewildered parents of only children, who will find it reassuring and informative.—*Reviewed by ELEANOR VOLBERDING.*

**WAR'S UNCONQUERED CHILDREN SPEAK.** By Alice Cobb. Boston: Beacon Press, 25 Beacon St., 1953. Pp. 241. \$3.50. One of the urgent needs of our society is the understanding of peoples in other countries. An intellectual understanding is inadequate. A subjective understanding necessitates a per-

(Continued on page 296)

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## Books for Children

(Continued from page 293)

*Words*, which will do a good deal to vitalize the study of the English language, and *The First Book of Cotton*, which presents an excellent picture of the cotton industry and the cotton worker.

**READ TO YOURSELF STORYBOOK.** *Compiled by the Child Study Association of America. Illustrated by Leonard Shortall.* New York: Thomas Y. Crowell, 432 4th Ave., 1954. Pp. 255. \$2.50. Parents and teachers welcome volumes of short stories which include selections by a variety of authors, since they serve to introduce young people to many different types of stories and make excellent material to read aloud. This is a particularly interesting and varied group of modern stories (with strong emphasis on humor) selected for the 8- to 11-year-old. It is hoped that the reading of these selections will lead to the complete stories from which these excerpts were taken.

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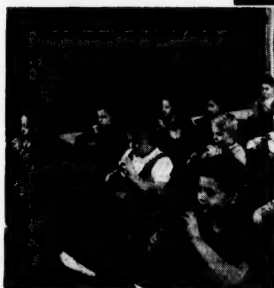
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## Books for Adults

(Continued from page 294)

sonal identification with peoples of other lands; a "step into their shoes" so to speak, in order to see life as they see it. This book, written after a postwar visit to certain European and Near Eastern countries, reports firsthand, the after effects of war on people and especially on children. The accounts of people uprooted by war, told with a poignancy that comes from verbatim interviews, come from Greece, Syria, Lebanon, Jordan, Israel, Italy, France, Germany, and Finland. There is shocking realism in Miss Cobb's reporting, yet combined with this is a sympathy and warmth of feeling for people that is evident on every page.

The accounts of the half white, half black "brown babies" of Germany, symbol of a triple disgrace, illegitimacy, color difference, and defeat in war; families in Greece haunted by the possibility that their children might still be alive behind the Iron Curtain after three years of separation; Arab refugee children, dispossessed from lands and homes in Palestine whose memories of life include only squalor and misery in refugee tents; these accounts are not pleasant reading. Yet for adults and youth who want to understand history by understanding the behavior of people who make history, this book should be read.

A unique feature of the book is the inclusion of brief accounts of historical background that provide an understandable context for the subjective and personal stories of the people. —Reviewed by HOWARD LEAVITT.

## HOW TO HELP YOUR CHILD IN SCHOOL.

By Mary Frank and Lawrence K. Frank.

New York: New American Library of World Literature, Inc., 501 Madison Ave. (A reprint of the 1950 Viking Press Edition.)

Pp. 266. 35¢. Paper bound. This book purports to help parents (and teachers working with parents) to understand their role in relation to the school, and in methods of helping the school in its work with their children. Much of the material is standard information on child development, applied to various age groups. The range of topics is great, including some information on how children learn, discipline, the nursery school, kindergarten, the family, the role of parent, teacher and community, and related topics.

The book is informally written and interest-

ing. Probably the main criticisms are that the treatment of each topic is, of necessity, quite sketchy; and that while the book is comprehensive, it does not particularly relate to helping the child in school. As a quick source of information concerning child care in regard to home educational experiences and mental hygiene, it can be useful.—Reviewed by T. A. RINGNESS.


*Editor's Note:* The original edition of this book was reviewed in CHILDHOOD EDUCATION, December 1950.

**CREATIVE RHYTHMIC MOVEMENT FOR CHILDREN.** By Gladys Andrews. New York: Prentice Hall, Inc., 70 Fifth Avenue, 1954. Pp. 198. \$4.75. Here is a book we have been waiting for—a book which will help us develop our own skills in providing opportunities for children to express themselves creatively through bodily movement. Teachers who have attempted to try to provide such activities for children will find new security and insight from the opening discussions of creativity and children's characteristics at different stages to the specific teacher comments and children's responses in demonstrating lessons. Teachers for whom the content of this book is a new horizon will find here a glimpse into the world of boys and girls which can contribute new zest to teaching. Not only is creativity for children emphasized, but creativity in the teaching process as well.

Throughout the book the emphasis is on movement as a "universal language of children"—a language that can express thoughts, feelings, and ideas. The author shows how fundamental locomotor and body movements can be explored with children at various age levels and developed into combinations and patterns which are unique expressions of the individual child or groups which produced them. These activities range from "movement for movement's sake" to children's expression of rather complicated interpretations of their environment. One of the important contributions of this book is its illustration of the dynamic interrelationships which can be developed between various kinds of creative expression, as when rhythmic activities stimulate and are stimulated by painting, singing, writing, oral expression, social studies, experiences.

The book has a characteristic feeling tone of joy from cover to cover which is expressed in the text, as well as in the delightful drawings and the superb action pictures. This is

(Continued on page 298)



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## Books for Adults

(Continued from page 297)

truly a book which will help teachers foster the social and mental development of children as well as the emotional and physical.—Reviewed by J. FRANCES HUEY.

### THE ENCYCLOPEDIA OF CHILD CARE

AND GUIDANCE. *Sidonie Matsner Gruenberg, Editor, New York: Doubleday, 575*

*Madison Ave., 1954. Pp. 1016. \$7.50.* The

purpose of the encyclopedia is to assist each reader to "a broad understanding of fundamental attitudes which will help each reader to develop a personal guide for successful living with children." The book is divided into two sections. The first section is a ready reference guide to child care and guidance and the second consists of thirty chapters on child development and guidance by leading experts. Divided in this manner, the encyclopedia not only answers many questions provoked by child behavior that grow in parents' minds but it provides a deeper treatment of these behaviors in the chapters contained in Part II.

This is an important book for parents. The parents who have this volume will find themselves growing along with their children in understanding and enjoying every new stage of development. The book brims with suggestions and advice regarding toys, nutrition, musical instruments, vitamins, childhood diseases, recreation, special schools, health problems, and books. It can serve as the "anxiety book" to which one turns for enlightenment that washes away the fear of new and little understood aspects of child behavior. Its greatest contribution is the direction it provides for parental thinking toward a fuller enjoyment of children with no more effort than the reaching for the volume when the need arises and in leisure moments of meditation.—Reviewed by JOHN S. BENBEN.

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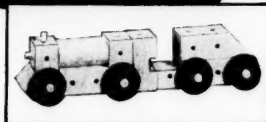
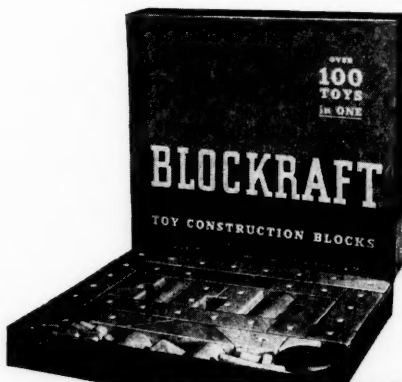
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## Bulletins and Pamphlets

Editor, JAMES KNIGHT

JANIE LEARNS TO READ. *Washington, D. C.: Department of Elementary School Principals and National School Public Relations Association, NEA, 1201 Sixteenth Street, N.W., 1954. Pp. 40. 50¢.* Both home and school have a part in preparing for reading readiness. The home, through developing a feeling of "at ease" with books and all the tools of maturation which prepare a child to read, is contributing a vital part of the preparation which the teacher continues. Reading to the child, providing books, pictures, games, tools, trips, and similar experiential background, all these constitute the things which happen at home.

The teacher determines whether the child's body, mind, experiences, emotions, and interests have readied him for reading. Talking, listening, building, painting, and learning word concepts constitute the things which hap-

(Continued on page 300)

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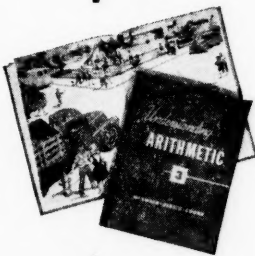
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## Bulletins and Pamphlets

(Continued from page 299)

pen at school and which furnish continuity, based on the individual differences of the children, to experiences begun in home and community.—Reviewed by A. C. MURPHY, Division of Extension, University of Texas, Austin.

**RICH THE TREASURE.** By Harriet G. Long. Chicago: American Library Association, 1953. Pp. 78. \$2. The purpose of this booklet is to relate the profession of children's librarianship to contemporary thought about the child. A brief history of public library work is given as a basis for understanding the role of this institution in the lives of children.

Since the primary purpose of the library is to make available the books of enduring work that fulfill the needs of the readers, the children's librarian becomes the guardian of literature for the young people and is in the strategic position that serves as the link between the reader and books. She must have certain personality traits along with professional training.

The public library serves as an environmental factor in the leisure activities of children by providing a place to read as well as books and related materials such as records and films. The benefits to be gained through community cooperation are pointed out as being a factor in the success of a public library in offering increased educational opportunities to the young citizens.—Reviewed by CATHERINE STRIBLING, Division of Extension, University of Texas, Austin.

**THE PREDICTION OF STUDENT-TEACHING SUCCESS FROM PERSONALITY INVENTORIES.** By Fred T. Tyler. Berkeley and Los Angeles: University of California Press. (University of California Publications in Education, Vol. II, No. 4, Pp. 233-314.) Pp. 81. \$1.25. This monograph deals with the possibility of utilizing personality tests to predict probable success of prospective teachers. The tests chosen for analysis were the Minnesota Multiphasic Inventory, the Heston Personal Adjustment Inventory, and the Johnson Temperamental Analysis. A total of 189 participated in the tests.

(Continued on page 302)

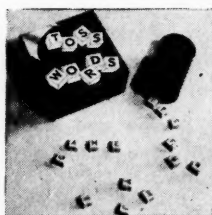


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## COMMUNITY



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## Bulletins and Pamphlets

(Continued from page 300)

Comparisons between the three tests and student-rating criteria used by supervisors were made after careful study of the available population, and after examination into the reliability of the measures. The ratings of supervisors were made upon four behavioral characteristics: (1) personal relations with students and teachers, (2) command and use of subject matter, (3) use of teaching procedures, and (4) class management.

Extensive and exhaustive statistical treatment was employed by the investigator. As a result, he is of the opinion that no sufficiently reliable criteria of teaching success have, to date, been developed. He also feels that, until reliability of such criteria has been established, there is little justification for further prediction studies; and this exhaustive statistical treatment points out areas and techniques for further study.

A bibliography of 70 items would prove exceedingly valuable for persons considering further research into predictability of teaching success.—Reviewed by A. C. MURPHY.

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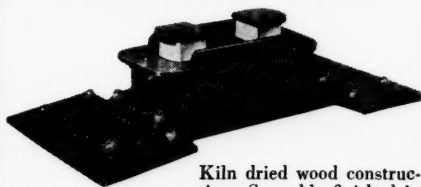
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**DEVELOPMENTAL READING.** Proceedings of the 35th Annual Education Conference, University of Delaware, Vol. IV. Compiled by Russell G. Stauffer. Newark, Delaware: Newark Printing Co., 1953. Pp. 68. \$1.50. This bulletin is a compilation of the addresses delivered by Mary A. Adams, Laura Zirbes, and Alvina Treut Burrows at the reading conference, and the summaries of the sectional meetings. "Developing School-Wide Reading Programs," "Learning Through Reading," "Basic Skills in Reading," and "Reading in Different Curriculum Areas" are the phases of developmental reading considered by the speakers. These topics were discussed at the primary, intermediate, and secondary levels in the section meetings. All sessions of the conference were focused on the consideration of the foundations essential to all instruction, namely the acceptance of each child as an individual; differentiation of instruction at each child's level of competency; acceptance of these responsibilities by teachers.

It is recommended that the bulletin be read by all who are interested in a developmental reading program for students of all levels.—Reviewed by CATHERINE STRIBLING.

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# Over the Editor's Desk

## **What Is a First-Grade Class?**

As a former teacher of six-year-olds I love this description written by Janet A. Eaton, a teacher in Montgomery County Schools, Maryland:

A first-grade class is a group of six-year-olds, none of which look, act, think, behave, talk, or grow in the same way. Its members are all victims of a magical age during which they pass from five-year-old babies to seven-year-old children. It comes with assorted needs ranging from Kleenex to affection. It has stars in its eyes and loose teeth in its mouth; questions on its mind, and Band Aids on its knees; forgiveness in its heart, and peanut butter sandwiches in its lunch.

A first-grade class is able to put more things on a teacher's desk during the first minute of school than any other class can accomplish in a full day. Two bouquets of flowers, six wilted leaves, a piece of father's birthday cake, a pretty stone, three phonograph records, a favorite book, a turtle, a broken thermos, and a nest of three newly-hatched dead birds.

A first-grade class is conditioned into reading by learning to grunt before it groans, and to see relationships between what it sees and hears and a whole lot of funny symbols. It is helped (?) by getting acquainted with a family of sickly people with hyperactive constitutions causing them to "run" rather than walk, leaving them out of breath and only able to talk in three word sentences, who complain loudly on each page with frequent "oh's," and who are losing their eyesight and require constant reminders from one another to "look and see."

A first-grade class is fond of big ice cream sandwiches, movies, dead birds, animal stories, and tales of how others lost their teeth and the rewards gained. It enjoys being read to, and will bring Hans Christian Andersen up-to-date by sparking the anticipated climax with the Dragnet theme. It loves a teacher during play period, hates her when she takes a gun away, and loves her again when she smiles naturally.

A first-grade class is able to steal all of a teacher's time with just a little, evenly divided, unplanned effort. A skinned knee, lost lunch, broken zipper, measles break out, untied shoe, small rubbers, conference request, and needed

affection for one with a new brother will fill a day nicely.

A first-grade class is eager to inform its teacher of all the latest developments at home and abroad. She knows when every member of the family has a birthday, and the gifts received thereupon. She must look at every pair of new shoes, shirt, dress, and wallet; is invited to share the joy of being enlisted in Cowboy Joe's Western Rangers, and is often called upon to voice personal opinion concerning last night's Captain Video show.

A first-grade class spends much time on a teacher's feet, but more in her thoughts. It can turn her stomach during lunch, and her heart during dinner. It spills paint on her smock, and satisfaction in her soul. It leaves her with a headache at three, and greets her with a smile at nine. It brings noise during the day, and peace during the night. It takes everything out of her, but gives more back when it leaves a note on her desk written in poor manuscript but deepest feeling . . . "I love you."

## **Next Month**

**"What Are Children Learning That Will Help Them Live in Today's World?"**

This is the very important topic for consideration in the March issue of **CHILDHOOD EDUCATION**.

The editorial by Pauline Hilliard, University of Florida, Gainesville, sets the tone for the whole issue. Kenneth Howe, National College of Education, Evanston, Ill., gives us "Some Psychological Considerations for Living in Today's World." "Learning Resources for Children" has been cooperatively written by Virginia White James and Daisy Parton, University of Alabama. Other articles have been prepared by Jerome Leavitt, Portland State Extension Center, Oregon, and Lois V. Johnson, Los Angeles, California.

An evaluation of books produced in the United States about their own country or continent has been prepared by individuals from the Philippines, Africa, Australia, and we hope, The Netherlands.

The second section by Alberta Meyer and Harriet Bick of the St. Louis Public Schools is entitled "Children, Teachers, and Tools." You will find much valuable help on use of audio-visual materials.

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